An Analysis of the Treatment of Labor Unions in High School Social Studies Textbooks

E.G. Cleveland

Boston University

School of Education

Service Paper

An Analysis of The Treatment of Labor Unions in High School Social Studies Textbooks

Submitted by

Emmett G. Cleveland

(A.B., Northeastern University, Boston, Mass., 1940)

In Partial Fulfillment of Requirements of

Master of Education

1948

READERS

1. William H. Cartwright, Assistant Professor of Education

2. Charles L. Peltier, Instructor in Education

Table of Contents

List of Charts and Figures

Chapter I

Statement of Purpose

Since 1900 the passage of the Clayton Anti-Trust Act, the LaFollette Seamen's Act, the Norris-LaGuardia Act, the Wagner Act, and the Taft-Hartley Act has indicated a growing tendency of the government towards legislation in the field of labor relations. The mass unionization of workers and greater union membership are also definite trends, especially since 1935. The subject of labor has therefore become of increasing concern to the country as a whole. Labor relations seems a timely subject to be considered in education. The purpose of this study will be that of examining the extent of treatment of labor in high school social studies textbooks. In addition, the study will attempt to determine if the treatment is biased either for or against unions. Throughout the study, all allusions will be to organized labor.

Justification

To justify this paper it is necessary to answer two questions. Do textbooks constitute an important part of the teaching process? Does labor union membership consist of a large enough segment of our society to receive consideration in high school textbooks?

To answer the first question, several authorities are quoted.

Kepner[1] writes: "Whether textbooks lead or follow in the development of methods, it is safe to say that where textbooks go so goes the average teacher."

Floyd[2] states: "----it is evident that the basic textbook is one important index of the subject matter of the course."

Stull[3] reaffirms their contention: "Textbooks play a very significant part in all geography work. According to the findings of the Bureau of Curriculum Research of Teachers College, they have been the most important factor in determining courses of study."

Levine[4] is most emphatic: "We should recognize the fact that in American educational practice textbooks virtually represent the curriculum."

If textbooks are as important as these statements indicate, should the treatment of labor be an important part of social science textbooks? Current labor issues such as

---

[1]Kepner, Tyler, "The Influence of Textbooks Upon Method," First Yearbook. National Council for the Social Studies, 1931, 143.

[2]Floyd, Oliver R., "Overlapping Between Courses in Problems of Democracy and American History," The Historical Outlook. 23 (Oct. 1932), 297.

[3]Stull, DeForest, "A Critical Analysis of Six Geography Texts Printed Before 1850," Education. 52 (Jan. 1932), 288.

[4]Levine, Michael, "Social Problems in American History Textbooks," Social Studies. 28 (Apr. 1937), 161.

the Taft-Hartley Bill, the portal-to-portal controversy, Petrillo's cut-down on record companies, and the coal strikes indicate that labor is an important part of the American scene.

For a quantitative substantiation of the need for labor inclusion in school textbooks the Department of Labor statistics are enlightening. Labor union membership in 1947 was between fifteen and fifteen and one-half millions, an increase of approximately six million over the 1940 figure of 8,944,000.[1] It is evident that labor unions are growing rapidly. As of December 31, 1947, the total employment of the country was 60,216,000.[2] Labor union membership is therefore one-fourth the total labor force of the country. Since reliable figures are not available as to the number of union members in each industry, it is not possible to state the real significance of the above figures. However, it seems that one-fourth of the working population should have recognition in our school textbooks.

Making The Instrument

An outline which contained those items that labor deems necessary for high school students to know was drawn up by the following procedure. The writer would have liked to

---

[1]Department of Labor, Membership of Labor Unions in the United States. Washington, D.C.; Bureau of Labor Statistics, 1947, 2.

[2]Department of Commerce, Current Population Reports. Washington, D.C.: Bureau of Census, Dec. 5, 1947, 2.

obtain all the items from labor representatives, but it was thought that better response in developing the outline would be achieved if there was something to work on. A short list of items was therefore devised from suggestions by Mark Starr,[1] Educational Director of the Ladies' Garment Workers' Union, with a few items by the writer included. The list follows:

Knights of Labor
A. F. L.
I. W. W.
C. I. O.
Haymarket Riot 1886
Homestead Strike 1892
Pullman Strike 1894
Police Strike 1919
N. L. R. A. 1935
War Labor Board 1942
Ironclad Oath
Black List
Injunction
Strike
Picket
Closed Shop
Union Shop
Position of Labor in Society
Union Functions
Union Organization
Life Wages Instead of Hourly
T. V. Powderly
S. Gompers
J. Mitchell

The above list was submitted to Mr. A. Kalish, a member of the Massachusetts Educational Committee of the American Federation of Labor, who approved the items in the original outline and made many additions. The revised list was approved by Mr. G. Kalbe, editor of the Massachusetts C. I. O. News. It is acknowledged from the above procedure that suggestions

[1]Starr, Mark, "What Should Schools Teach About Unionism?" Harvard Educational Review. 12 (Oct. 1942), 381-390.

by the writer might have influenced the inclusion of a few items. Nevertheless, the final outline represents the case for labor in school textbooks as approved by representatives of the two largest national unions. The following is the revised outline used in the study:

Commonwealth vs. Hunt Decision 1842
Eight Hour Day Law for Government Employees 1868
Clayton Act 1914
War Labor Board W. W. 1
Norris-LaGuardia Act 1932
N. L. R. A. 1935
Fair Labor Standards Act 1938
War Labor Board 1942
Haymarket Riot 1886
Homestead Strike 1892
Pullman Strike 1894
Miners' Strike 1902
Police Strike 1919
Yellow-dog Contracts
Black List
Injunction
Private Detectives
Molly Maguire
Picket
Sit-down Strike
Boycott
Strike
Closed Shop
Union Shop
Open Shop
Company Union
Union Organization
Union Functions
Position of Labor in Society
Life Wages Instead of Hourly
Union Dues
Closed Shop as Employment Agency
Wage Incentive Systems
Apprentice Training
Seniority Rule
Child Labor
Department of Labor
Labor Costs
Socialist Party
Labor Racketeers

Knights of Labor
A. F. L.
I. W. W.
C. I. O.
T. V. Powderly
S. Gompers
E. Debs
J. Mitchell
J. Lewis

A work sheet was set up to conduct the analysis. One column consisted of the above items. The next three columns were set up to evaluate the treatment of the item in the text. The second column was checked if the treatment of the item was biased in favor of labor. The third column was checked if the treatment was unbiased. The fourth column was checked if the treatment of the item was biased against labor. The work sheet is presented on Page 7. A fifth column could have been added to show the inclusion of a discussion of the item in the textbook, but this information can be gained by noting if the second, third, and fourth columns are checked. The work sheet therefore complies with the purpose of the study, the treatment of the material in the texts and presence or absence of bias in such treatment.

The author recognizes the limitations of one judge as to the determination of bias. It would have been more desirable to have had several investigators do the rating to obtain higher validity. To partially compensate for this weakness, two books were examined again after two weeks' interval with the same results. It is not expected that this technique

Work Sheet

Name of book:

Column 1. Biased for Labor
2. Unbiased
3. Biased Against Labor

	1	2	3	
Commonwealth vs. Hunt Decision 1842				
8 Hour Day for Govt. Employees 1868				
Clayton Act 1914				
War Labor Board W.W.1				
Norris LaGuardia Act 1932				
N.L.R.A. 1935				
Fair Labor Standards 1938				
War Labor Board 1942				
Haymarket Riot 1886				
Homestead Strike 1892				
Pullman Strike 1894				
Miners' Strike 1902				
Police Strike 1919				
Yellow-dog Contracts				
Black List				
Injunction				
Private Detectives				
Molly Maguire				
Picket				
Sit-down Strike				
Boycott				
Strike				
Closed Shop				
Union Shop				
Open Shop				
Company Union				
Union Organization				
Union Functions				
Position of Labor in Society				
Life Wages Instead of Hourly				
Union Dues				
Closed Shop as Employment Agency				
Wage Incentive Systems				
Apprentice Training				
Seniority Rule				
Child Labor				
Dept. of Labor				
Labor Costs				
Socialist Party				
Labor Racketeers				
Knights of Labor				
A.F.L.				
I.W.W.				
C.I.O.				
T. V. Powderly				
S. Gompers				
E. Debs				
J. Mitchell				
J. Lewis				
TOTAL				

is comparable to the use of more than one analyst for the second examination was from the same point of reference.

The Textbooks Used

The textbooks used in this study were obtained from the textbook libraries of the Boston Public Library and the Harvard Graduate School of Education and the Resources Library of the Boston University School of Education. It was decided that textbooks in United States History, Civics, Economics, and Problems of Democracy would be used. According to the Supervisor's Report on Secondary Education in Massachusetts, these are the subjects taken most during the year 1940-41 in social studies in this state as shown by the following table:

SUBJECT	NUMBER OF PUPILS TAKING SUBJECT
United States History and Civics	45,649
Community Civics	13,996
Economics	10,858
Problems of Democracy	9,816
Sociology	2,690

Figure 1. Number of pupils taking social studies in Massachusetts in the year 1940-41 listed according to subjects.

It was thought that consideration of existing practice in reference to numbers taking courses would be most practical. These figures are for one year and do not indicate the number of pupils taking the courses during their four years in high

---

Office of Supervisor of Secondary Education, Supervisor's Report. Massachusetts Department of Education, Boston, 1941. Figures were used for the year 1940-41 as the office thought these figures were more normal than more recent ones.

school. The figures are for one state and therefore the national picture might be changed. The textbooks used in the study were:

History

Adams, James Truslow, and Charles Garrett Vannest, The Record of America. New York: Charles Scribner's Sons, 1946.

Barker, Eugene C., and Henry Steele Commager, Our Nation. Evanston, Illinois: Row, Peterson and Company, 1941.

Canfield, Leon H., Howard B. Wilder, and others, The United States in the Making. Boston: Houghton Mifflin Company, 1942.

Faulkner, Harold Underwood, and Tyler Kepner, America, Its History and People. New York: Harper and Brothers, 1948.

Gavian, Ruth Wood, and William A. Hamm, The American Story. Boston: D. C. Heath and Company, 1945.

Guitteau, William Backus, The History of the United States. Boston: Houghton Mifflin Company, 1942.

Muzzey, David Saville, A History of Our Country, Boston: Ginn and Company, 1946.

Riegel, Robert E., and Helen Haugh, United States of America, A History. Boston: Charles Scribner's Sons, 1947.

Wirth, Fremont P., The Development of America, Boston: American Book Company, 1942.

Yarbrough, William Henry, Clarence Vernon Bruner, and Herbert French Hancox, A History of the United States for High Schools. Chicago: Laidlow Brothers, 1943.

Civics

Blough, G. L., and C. H. McClure, Fundamentals of Citizenship. Chicago: Laidlow Brothers, 1940.

Edmonson, James B., and Arthur Dondineau, Civics in American Life. New York: The MacMillian Company, 1940.

Civics (Continued)

Hughes, R. O., Building Citizenship. Boston: Allyn and Bacon, 1939.

Muthard, William M., Stanley M. Hastings, and Cullen B. Gosnell, Demoracy in America. New York: Newson and Company, 1947.

Woodburn, James Albert, and Thomas Francis Moran, Active Citizenship. New York: Longmans, Green and Company, 1939.

Economics

Bohlman, Herbert W., and Edna McGaull Bohlman, Our Economic Problems. Boston: D. C. Heath and Company, 1942.

Fay, Charles Ralph, and William L. Moore, Economics in Everyday Life. Boston: Ginn and Company, 1939.

Hughes, R. O., Fundamentals of Economics, Boston: Allyn and Bacon, 1938.

Patterson, S. Howard, A. W. Selwyn Little, and Henry Reed Burch, American Economic Problems. New York: The MacMillan Company, 1941.

Problems of Democracy

Arnold, Joseph Irwin, Challenges to American Youth, Evanston, Illinois: Row, Peterson and Company, 1940.

Blaich, Theodore P., and Joseph C. Baumgartner, The Challenge of Democracy. New York: Harper and Brothers, 1947.

Gavian, Ruth Wood, A. A. Gray, and Ernest R. Groves, Our Changing Social Order. Boston: D. C. Heath and Company, 1947.

Kidger, Horace, Problems of American Demoracy. Boston: Ginn and Company, 1940.

Patterson, S. Howard, A. W. Selwyn Little, and Henry Reed Burch, Problems in American Democracy. New York: The MacMillan Company, 1940.

O'Rourke, L. J., Our Democracy and Its Problems, Boston: D. C. Heath and Company, 1942.

Problems of Democracy (continued)

Williams, John Lincoln, and Palmer Peckham Howard, Today's American Democracy. Chicago: J. B. Lippincott Company, 1943.

Chapter II

Review of Research

The research in this chapter covers studies on controversial subjects, the quantitative treatment of labor in courses of study, the relation of vested interests to the broadening of our democracy, and bias.

Labor by its very nature is controversial. The C. I. O. or the A. F. L., open shop or closed shop, and sympathetic strikes are evidences of controversy concerning labor. Several studies have been conducted which indicate the failure of schools to adequately cover material on controversial subjects.

Lundberg[1] broke down the objectives of social studies into thirty-two parts, reporting the amount of space given to each under two criteria: "purposive inclusion" containing that material which the author used to reach the related object; "unit organization" pertaining to a whole development in itself or an integral part of a whole development. Twenty-five texts were used. Controversial items, such as Economic Planning, Socialism, and Communism received meager treatment. Economic Planning received the best treatment, yet an average

---

[1]Lundberg, George Dewey, Political, Social, and Economic Objectives as Treated in Recent Social Studies Textbooks: A Quantitative Analysis. Unpublished Master's Thesis, Boston University School of Education, 1934.

of only fifteen pages (3.3%) were devoted to the topic, the average itself based on three out of twenty cases of inclusion. The study revealed that currently significant material was not adequately covered. As an example, only 4.1% of space was devoted to race relations, this figure based on seven out of twenty-five inclusions.

Turner's purpose was to discover those factors within and without the school which condition classroom presentation and discussion of important, current, controversial items of a social or economic nature.[1] Thirty issues were used. Teachers in the area of six cities indicated that sixty percent of the issues had been presented, but the author stated that there was evidence that a considerably lower percentage were adequately handled. Regarding outside pressure, twenty-three teachers mentioned instances wherein influence was exerted, capitalistic interests ranking first, superintendents of schools second, and the principal third. Two-thirds of the seventeen texts used in the area contained practically nothing on the topics. Magazines were recommended for reading in almost reverse order to their value as a bases for the study of controversial issues.

---

[1]Turner, Rex H., "Controversial Issues in Six Cities," Clearing House. 11 (Dec. 1936), 207-211.

Bosch[1] analyzed ten problems of democracy texts to find if they provided for problem recognition and problem solving. Each problem was rated on a five point rating scale according to nine criteria: opportunities for problem recognition; impartiality of the data; suggestions for solutions; difficulty of reading matter for age groups; alternative solutions; clearness of illustrations; clearness of maps, charts, and figures; collateral readings; and inclusions of other activities. The highest rated book received 101 out of a possible 153 top ratings, while the lowest received 4 out of the 153. Social security received the highest number of top ratings with 69 out of a possible 90. She concluded that the texts tended to avoid controversial aspects of the problems and that not one of the books were adequate for the present (1945) need.

Levine's study[2] was based on thirteen history texts in use in the New York schools according to four quantitative and two qualitative criteria. It compounded the pages given to each problem (fifteen problems were used) throughout U. S. history, since 1918, since 1929 (to 1937), and compared with the space given to wars. The qualitative criteria applied were: Does the author treat the problem as a major problem of the United States? Does the content provoke critical thinking

---

[1]Bosch, Dorothea Irene, An Analysis of Textbooks in Problems of Demoracy. Unpublished Master's Thesis, Boston University School of Education, 1945.

[2]Levine, op. cit., 161-166.

on current issues and controversial items relating to the problem? The range given to the problems throughout U. S. history in the texts was 83 to 263 pages, since 1918 the range was 7 - 94, since 1929 it was 0 - 32 pages, and the average space given to wars constituted 18%, while the problems used received an average of 22%. Most of the texts failed to treat the problems as major problems of contemporary life. The importance of Education, Transportation, Corruption, and Propaganda was unrecognized in most books. Only five percent of the texts call attention to specific issues relating to present labor problems. He concluded that there was not enough information to understand present issues and controversial elements.

There have been a few studies directly concerning labor in social studies courses and textbooks mostly on space allotment.

Dahl[1] investigated overlapping in forty-one social studies textbooks, fifteen civics, twelve economics, four sociology, and ten problems of democracy. An outline of topics was used in which materials of the social studies were grouped into twenty-four areas. A page count of these areas constituted the study. He found that there was a great deal of similarity between civics and problems texts, the main difference being a greater amount of space devoted to each topic in the

---

[1]Dahl, Edwin J., "The Overlapping of Content Material in Senior High School Science Textbooks," The Historical Outlook. 19 (Feb. 1928), 8087.

latter. Civics and problems texts devote much space to topics usually discussed in economics and sociology. For labor, the average allotment was: civics 2.8%, problems 11.2%, economics 25.9%, and sociology 12.8%.

Brooks[1] presented a check list of forty-eight problems to ninth, twelfth grade pupils, and students of higher learning (adults) to rank for preference of study. Education and crime were first and second choices of grade nine and adults while crime and education ran one and two in grade twelve. The wage earner was far down the list. Labor relations, or unions, was not listed as one of the problems. The first ten problems ranked by grade and twelve were not found peculiar to that grade which the author deems as the grade placement for the subject. Therefore, she concludes that those problems not treated elsewhere in the curriculum should find lodging in this course.

Floyd's study[2] was devoted to overlapping in U. S. history and problems of democracy textbooks. He used the criss-cross technique in which materials in each type of book were analyzed to discover how much the books of one type drew from the substance of the other. One thousand letters were sent to the largest school systems in the country to obtain the basic texts used in each. Thirty-eight cities used five histories

---

[1]Brooks, Helen Rhoda, "Student Preferences in Problems of Democracy," Harvard Educational Review. 7 (March 1937), 215-223.
[2]Floyd, op. cit., 296-302.

of the study. Twenty-one cities used the four problems books of the study. In the history books political problems received greater treatment than social or economic problems. Labor averaged five percent of the space.

In the problems books it was found that, in general, decades approaching the present received more references. Every decade since 1770 was mentioned, while forty-five percent of dates found in all books were in the period since 1900. 370 items occurred 2,623 times. There was considerable variation in items referred to by texts and most of the references assume knowledge of the historical facts involved.

Stokes[1] compared four texts in use in 1928 (taken from the Floyd study) with those used in 1938 for the change in content. It was found that the problems books of 1938 contained more space, an average of 56,883 lines in 1928 to 71,207 lines in 1938. It was concluded, however, that the emphasis and content changed very slowly. As an example, labor relations took a 1.01% decrease in the proportionate amount of space, which is significant when it is shown that this is a twenty-five percent decrease, for in 1928 labor received 5.82% of space while in 1938, 4.81% was given to it. International relations received a 1.18% increase in proportionate space, the highest. Six additional problems were

---

[1]Stokes, J. Buroughs, "The Changing Content of Modern Problems Texts," Social Education. 4 (May 1940), 338-341.

added over the period, Public Opinion, Consumer Economics, Safety, The United States of the Future, National Culture, and City Planning.

Stokes[1] also conducted a study which compared the content of problems courses with recent social trends. Six trends out of twenty-two were selected by thirty-nine frontier thinkers as basic to contemporary life. One of them was the increasing unionization of workers. Courses of study and textbooks were examined in seven cities to discover if these trends were emphasized. It was found that the method of choosing problems revealed a hit-or-miss technique in relation to the six selected trends as study topics.

One study indicated the difference in attitude of labor leaders and business towards public relations. Berry[2] set up a questionaire to investigate the currently held conceptions of democracy. A five point rating scale was used on ninety-two items which were set up as current-held conceptions as to the meaning of democracy. Three equivalent forms of the items were used. The questionaire was submitted to 953 people from six groups, graduate students, business executives, democracy essay contestants, cooperators (interested in cooperative movement), and members of farmers' cooperatives.

---

[1] Stokes, J. Buroughs, The Relation of Modern Problems Courses to Recent Social Trends. Unpublished Doctor's Thesis, Harvard Graduate School of Education, 1941.

[2] Berry, J. R., Current Conceptions of Democracy, Doctor's Thesis, Bureau of Publications, Teachers College, Columbia University, 1943.

It is interesting to note that labor leaders were sent forms, but the percentage of return was too insufficient to tabulate, while business executives ranked second in the percentage of returns. In all a forty-four percent return was averaged among the groups used. 56.9% of the items received essential agreement which was set at eighty-three percent, that is, if eighty-three percent agreed on accepting or rejecting the item, essential agreement had been reached. Only two items received one hundred percent agreement. Business men differed more than any other group with a significant difference on fifty-nine items, while the total number of items disagreed on was one hundred twenty-two. Disagreement was determined wherever less than fifty-nine percent agreement occurred in the specific group. Most of the rejections were in the area of economic democracy. Business men were less inclined to guarantee a minimum standard of living for all, were less inclined to accept that the welfare of the individual and the welfare of the group cannot be separated. They rejected such items as this:

> "Democracy requires that all men be given such training as seems, in the light of experience, most likely to develop their capacities to the full."[1]

A study of high school textbooks further indicates

---

[1]Berry, op. cit., 55.

that we have not yet accepted the ideal of complete democracy in this country. Fraser[1] examined "all the most widely used American school textbooks in history, civics, and economics"[2] to discover how the ideal of obtaining and maintaining equal opportunity for all is treated. He concluded that "not a single American school textbook has the writer found which shows the courage or insight even to raise the problems of what our avowed American ideal of democracy requires or means."[3] He wrote several leading publishers, textbook writers, and professors of the teaching of the social studies asking them, "How satisfactorily do you think that school textbooks deal with the problems of obtaining the American ideal of 'equal opportunity for all'?"[4] Several replied that such a textbook could not be expected to be used in an American community. Apparently, "if a student is encouraged to consider how our crucial economic or other social problems can be solved so that equal, maximum opportunity for all may be obtained, he will tend to reach unduly radical conclusions."[5]

One study concerned bias. Donnally[6] analyzed the textbook treatment in American histories of the Haymarket Riot.

---

[1]Fraser, Mowat G., "Failure of American Textbooks to Encourage or Explain Democracy," School and Society. 45 (Feb. 13, 1937), 230-232.
[2]Ibid., 230.
[3]Ibid., 230.
[4]Ibid., 230.
[5]Fraser, op. cit., 231.
[6]Donnally, Williams, "The Haymarket Riot in Secondary School Textbooks," Harvard Educational Review. 8 (May 1938), 205-216.

He investigated accounts of the affair by such authorities as A. M. Schlesinger and Ida Tarbell, his final summary being what appears a happy medium between the hysterical newspaper accounts of the time and Howard Fast's highly colored exposition in The American. He then evaluated the textbook accounts in the light of his own findings. Of the eighteen examined written before 1910 only seven mentioned the incident, the histories being largely political and military and ignoring the great economic and social forces of the time. The general tenor revealed a strong anti-foreign bias and quite a hostility to labor. Although the number of textbooks used in the study after 1910 is not mentioned, the later books show as much anti-labor bias as the earlier, only the most recent revealing a more objective approach.

The foregoing research has indicated the space allotment devoted to labor relations. This paper will show the treatment of material in high school textbooks on labor unions combined with an analysis of the extent of bias, for or against labor, exhibited in such treatment. In this paper content is stressed rather than the amount of space given to labor relations.

Chapter Three

The record of the analysis was tabulated on the worksheets, an example of which is included in the first chapter. The figures used in this chapter were compiled from four master sheets which were tabulated from the worksheets. The master sheets are in the Appendix.

Analysis of the Extent of Treatment

Figure 3 lists the items of the outline according to their frequency of occurrence in the textbooks used. The highest possible score for each item was twenty-seven, the number of textbooks examined. The possible score if all the items were covered in all books was 1323, but the actual score was 540, forty-one percent of the possible cases of inclusion. The textbooks as a whole therefore do not approach covering the case for labor as outlined in the first chapter. The first five items with their score follows:

Item	Score
A.F.L.	27
Strike	25
N.L.R.A.	24
Child Labor	24
C.I.O.	24

Figure 2. The first five highest rated items.

The A. F. L. was first with a perfect score of twenty-seven while Labor Costs was last receiving treatment in none of

ITEM	SCORE
A. F. L.	27
Strike	25
N. L. R. A. 1935	24
Child Labor	24
C. I. O.	24
Fair Labor Standards Act 1938	21
Picket	21
Injunction	20
Knights of Labor	20
J. Lewis	20
Boycott	18
Black List	17
Closed Shop	17
Sit-down Strike	16
Position of Labor in Society	16
Company Union	15
S. Gompers	15
Open Shop	14
Clayton Act 1914	12
Norris-LaGuardia Act 1932	12
I. W. W.	12
Dept. of Labor	11
Miner's Strike 1902	11
Yellow-dog Contracts	11
Pullman Strike 1894	10
Private Detectives	10
Wage Incentive Systems	9
Homestead Strike 1892	8
T. V. Powderly	7
E. Debs	7
War Labor Board 1942	6
J. Mitchell	6
Haymarket Riot	5
War Labor Board W. W. 1	5
Union Functions	5
Labor Racketeers	5
Union Organization	4
Socialist Party	4
Eight Hour Day for Govt. Employees 1868	3
Molly Maguires	3
Union Shop	3
Life Wages Instead of Hourly	3
Union Dues	3
Apprentice Training	3
Commonwealth vs. Hunt Decision 1842	2
Police Strike 1919	2
Seniority Rule	2
Closed Shop as Employment Agency	2
Labor Costs	0

Figure 3. Items listed according to frequency of occurrence. Possible score, 27.

the books. It is evident that information concerning the advantages and activities of unions has received meager treatment. Such neglect includes the items Union Functions with an inclusion of five, Union Organization with four, and Apprentice Training and Union Dues with three. One topic, the Commonwealth versus Hunt Decision, 1842 which allowed the organization of unions, receives recognition in only two books. Some of the texts were written before 1942, thus, the score of six by the topic War Labor Board 1942, is inaccurate.

Figure 4 lists the topics having perfect scores within a subject, that is, all textbooks in a subject contain treatment of the topic. Economics has the highest number with eight,

American History	Problems of Democracy
N.L.R.A. 1935	Fair Labor Standards Act 1938
Pullman Strike 1894	Black List
Miners' Strike 1902	Picket
Strike	Strike
Knights of Labor	A. F. L.
A. F. L.	C. I. O.
Economics	**Civics**
N.L.R. A.	Child Labor
Black List	A. F. L.
Picket	
Boycott	
Closed Shop	
Company Union	
Child Labor	
A. F. L.	

Figure 4. Topics receiving perfect score within a subject.

American History and Problems next with six, and Civics last with two.

Figure 5 shows the average number of items included in the textbooks according to subjects. American History was

Subject	Score
American History	23.4
Problems of Democracy	21.2
Economics	19.2
Civics	19.2

Figure 5. Average number of items treated by textbooks according to subjects.

was the first, Problems of Democracy second, Economics third and Civics fourth. Since the highest average in these subjects is less than one-half the total number of items of the outline, it is evident that generally the textbook in each subject is inadequate for covering labor relations.

Bias

ITEM	SCORE
Strike	8
Haymarket Riot 1886	4
Sit-down Strike	3
Molly Maguire	3
Position of Labor in Society	3
Homestead Strike 1892	2
Pullman Strike 1894	2
Company Union	2
Knights of Labor	2
War Labor Board 1942	1
Picket	1
Boycott	1
Open Shop	1
Closed Shop	1
Socialist Party	1
Labor Racketeers	1
I.W.W.	1
C.I.O.	1
T.V. Powderly	1

Figure 6. Items arranged in order of number of items showing bias against labor.

The total number of instances showing bias against labor was thirty-nine, which is 7.2 percent of the total number of items rated. Nineteen items shown in Figure 6 were rated at least once for showing bias against labor. The item with the highest rating was Strike with eight. It is evident, however, that the percentage score as to the relation between the total number of inclusions of an item and the number of times the item evidenced bias against labor would be more significant. This method of rating is shown in Figure 7. The item Molly Maguire by this tabulation is highest with

ITEM	PERCENT OF TOTAL SCORE
Molly Maguire	100.0
Haymarket Riot 1886	80.0
Strike	32.0
Homestead Strike 1892	25.0
Socialist Party	25.0
Pullman Strike 1894	20.0
Labor Racketeers	20.0
Sit-down Strike	18.7
Position of Labor in Society	18.7
War Labor Board 1942	16.6
T. V. Powderly	14.3
Company Union	13.3
Knights of Labor	10.0
I. W. W.	8.3
Open Shop	7.1
Closed Shop	5.9
Boycott	5.6
Picket	4.6
C. I. O.	4.2

Figure 7. Percentage of bias according to number of cases of inclusion of items.

one hundred percent, taking the place of Strike in Figure 5. As might be expected, most of the items treated with bias

against labor are those inherently controversial, especially the items Molly Maguire and Haymarket Riot 1886. It is pointed out that the evaluation concerns bias against labor in relation to the item, not bias exhibited towards the item.

SUBJECT	AVERAGE NUMBER OF ITEMS SHOWING BIAS
American History	3.00
Economics	.80
Problems of Democracy	.43
Civics	.40

Figure 8. Comparison of average number of items showing bias against labor by subjects.

Figure 8 shows that American History has the highest average of textbooks showing bias against labor and Civics the lowest. Thus, the tendency of American History to contain the most material about labor also tends to show the most bias against it.

One of the purposes of this study was to determine the extent of the treatment of the textbooks used according to bias shown in favor of labor. Seven instances were found of such treatment, but not more than one instance was checked in regard to any topic. Therefore, further consideration of this aspect of the study will not be conducted.

From the above analysis, it is evident that the tendency to show either bias for or against labor is very small.

Analysis of The Textbooks

History

The first book examined was The Record of America by J. T. Adams and C. G. Vannest. As shown in Figure 9, seventeen items of the outline were included in this textbook which is below the average of 23.4 for the books of this study as a whole. One case of bias was shown against labor, that in reference to the C. I. O. None of the items that explain the nature and activities of labor unions are included in this book. The topics that are mentioned are, on the whole, not well developed and are not organized into a comprehensive picture. The writer therefore concludes that this text, in the main, is inadequate for the study of labor.

The second book to be examined was Our Nation by E. C. Barker and H. S. Commager. Three cases of bias were evidenced in this book, one for labor and two against. All the labor unions and all the leading labor leaders used in the outline were mentioned in this text. The Position of Labor in Society was well brought out. However, only twenty-one of the items were treated.

The third book to be analyzed was The U. S. in the Making by L. H. Canfield and H. B. Wilder. The number of topics covered was thirty, well over the average for the American History group as a whole. Five topics were treated with bias

Author	Title	Score
Faulkner and Kepner	America, Its History and People	32
Canfield and Wilder	The United States in the Making	30
Blaich and Baumgartner	The Challenge of Democracy	29
Muzzey	A History of Our Country	28
Riegel and Haugh	United States of America, A History	27
Wirth	The Development of America	25
Williams and Howard	Today's American Democracy	25
Arnold	Challenges to American Youth	23
Bohlman and Bohlman	Our Economic Problems	22
Hughes	Fundamentals of Economics	22
Patterson, Little and Burch	American Economic Problems	22
Patterson, Little and Burch	Problems in American Democracy	22
Barker and Commager	Our Nation	21
Yarbrough, Bruner and Hancox	A History of The United States for High Schools	20
Gavian and Hamm	The American Story	18
Muthard, Hastings and Gosnell	Democracy in America	18
Adams and Vannest	The Record of America	17
Hughes	Building Citizenship	17
Kidger	Problems of American Democracy	17
O'Rourke	Our Democracy and Its Problems	17
Guitteau	The History of the United States	16
Fay and Bagley	Elements of Economics	16
Gavian, Gray and Groves	Our Changing Social Order	16
Goodman and Moore	Economics in Everyday Life	14
Blough and McClure	Fundamentals of Citizenship	10
Woodburn and Moran	Active Citizenship	9
Edmonson and Dondineau	Civics in America	7

Figure 9. Score of textbooks listed according to author as to number of inclusions of the outline items.

against labor in this book, particularly the term "orgy" in reference to Sit-down Strike. This book contained a discussion of all but one of the legislative acts concerning labor in the outline. The text upheld the theory of public interest in certain kinds of strikes, the subject of which is of much concern today.

The fourth book examined was America, Its History and People by H. U. Faulkner and Tyler Kepner. The largest total number of items of all the textbooks used in this study were discussed by these authors. Thirty-two items were included, but this number is still seventeen less than the total number in the outline. There were two cases of bias in favor of labor and one against. It was one of the two textbooks that mentioned the Commonwealth versus Hunt Decision 1842. The authors have brought the book up to date in labor matters which is shown by a discussion of the Fair Employment Practices Acts of five states. The book seems slightly mature for the average high school student; it was probably written for college preparatory pupils.

The fifth book to be analyzed was The American Story by R. W. Gavian and W. A. Hamm. The treatment of all items discussed in this textbook was unbiased. One item, Seniority Rule, which is one of the basic structures of labor unions, was included. Although the Miners' Strike 1902 was considered, John Mitchell, one of the great leaders in the history of labor, was not mentioned. Eighteen items were discussed.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

The sixth book examined was The History of the United States by William Guitteau. This textbook contained four cases of bias against labor or twenty-five percent of the total number of items included in the book. The tendency was to emphasize the lawlessness that frequently accompanies labor disputes. It is interesting to note that an earlier edition of this book was used in Donnally's study summarized in the research chapter in reference to the Haymarket Riot 1886. The account of the incident of the later edition follows:

> In Chicago, fifty-thousand laborers went on strike to enforce their demand for an eight-hour day. A band of anarchists, most of whom were alien refugees from Europe, concluded that this was a favorable time for them to put their theories into practice. They had no connection with the strikers, but hoped to win their support. On May 4, 1886, an anarchist leader addressed a mass meeting of workingmen in Haymarket Square. In the midst of his wild harangue a battalion of police broke up the meeting and placed him under arrest. A moment later a bomb was hurled into the ranks of the police, killing seven men and wounding sixty others. Of the ringleaders in this outrage, four were hanged after a fair trial, and two were sent to prison for life.[1]

To anyone familiar with the affair, it is obvious that the facts are inaccurate. Sixteen items were included in this textbook, the lowest total number of items of the American histories analyzed. The treatment of labor by Guitteau is scattered throughout the book with no attempt to cor-

[1] Guitteau William, The History of the United States. Boston: Houghton Mifflin Co., 1942, 534.

relate the accounts as a comprehensive unit.

The seventh book to be analyzed was A History of Our Country by D. S. Muzzey. Muzzey has included a discussion of twenty-eight of the items. Although two were treated with bias in favor of labor, the discussion of nine items revealed bias against labor. The tendency in his accounts of the topics was to tie labor in with Communism, and he finds the Police Strike 1919 "sinister" in its meaning.

The eighth book examined was United States of America, A History by R. E. Riegel and Helen Haugh. Twenty-seven items of the outline were included in this text. Seven items showed bias against labor, one for. A fairly good discussion of Union Dues was found in this text as well as a consideration of the Fair Employment Practices Acts. There was an undue connection between the violence brought on by labor racketeers and labor unions. The impression conveyed is that most of labor in the 1920's was led by gangsters. A consideration of the Smith-Connally Act was given in this book.

The ninth book to be examined was The Development of America by F. P. Wirth. A discussion of the theory of public interest in labor disputes is also developed in this book. Twenty-five items were included, one biased against labor. There is a tendency to over-emphasize labor difficulties during World War Two. Mention is made of the English conspiracy law in regards to the organization of labor, but the Commonwealth versus Hunt Decision 1842 does not receive consideration.

Many of the topics are not developed well enough to make them significant in the minds of the reader.

The tenth book analyzed was A History of the United States for High Schools by W. H. Yarbrough, C. V. Bruner, and H. F. Hancox. This book gives an excellent discussion of early labor unions with an emphasis on the pitiful condition of workers in the early factories. The development of early labor parties is also mentioned. Twenty items are included with no cases of bias. In reference to the weapons used by management in industrial warfare Injunction is described, but no mention is made of the Black List and Yellow-dog Contracts.

Problems of Democracy

The eleventh book to be examined was Challenges to American Youth by J. I. Arnold. An enlightening account is given in this book of the problems arising out of the increased number of women entering gainful employment. Twenty-three items are included in this book with one biased in favor of labor. A consideration of Wage Incentive Systems was brought up in this textbook.

The twelfth book examined was The Challenge of Democracy by T. P. Blaich and J. C. Baumgartner. These authors stress the responsibilities of labor in such practices as feather-bedding, jurisdictional strikes, and union raids. They also bring out the opinion that closed shops are monopolies. Included in their discussion is the theory of public

[illegible]

[illegible]

[illegible]

interest in labor disputes also put forth in other books of this study. The total number of items found in this book regarding the outline was twenty-nine, the highest total of the Problems of Democracy group. One item was biased in favor of labor.

The thirteenth book to be analyzed was Our Changing Social Order by R. W. Gavian, A. A. Gray, and E. R. Groves. Standards for setting minimum wages is one of the topics of this book. In regard to this topic, the author concludes that for a woman living at home the weekly cost of living in New York City in 1945 was $32.50, thus such information could be used in setting minimum wages.

The fourteenth book examined was Problem of American Democracy by Horace Kidger. Seventeen items of the outline are discussed in this book including three biased against labor. In his development of Company Union, Kidger practically recommends this type as a possible panacea to the woes of labor relations. His discussion of labor reveals some hostility. In referring to the closed shop, Kidger writes: "In other words a factory owner can hire no non-union person, no matter how clever he may be, to work in a business which the owner has created and developed."[1]

The fifteenth book analyzed was Our Democracy and Its Problems by L. J. O'Rourke. Included in the text is a

[1]Kidger, Horace, Problems of American Democracy. Boston: Ginn and Company, 1940, 192.

section on the problems of insecurity of workers with attempts of the government to legislate to alleviate insecurity such as unemployment insurance, relief and vocational training. Seventeen items are discussed, none biased either way. The topic Labor Racketeers, whose activities have been one of the reasons for gaining disfavor for labor, receives recognition in O'Rourke's presentation of labor problems.

The sixteenth book to be examined was Problems in American Democracy by S. H. Patterson, A. W. Little, and H. R. Burch. This book contains a section on Closed Shop as an Employment Agency which is neglected in most books. A discussion of Wage Incentive Systems, Union Functions, and Position of Labor in Society are contained in this book. Although there are only twenty-two items discussed, it is noted that this textbook tends to include those topics which give a better understanding of today's labor problems.

The seventeenth book was Today's American Democracy by J. L. Williams and P. P. Howard. The authors of this book consider the theory that higher wages increase consumer purchasing power thus adding to the prosperity of the country. They point out the responsibilities of labor in such cases as jurisdictional strikes. Twenty-five items of the outline are considered, none biased. A good discourse is found on the weapons of labor and management, the types of unions, and the activities of unions other than strikes.

Economics

The eighteenth book to be analyzed was Our Economic Problems by H. W. Bohlman and E. M. Bohlman. As the fundamental proposition of this book is that the goal of our economic society should be the equality of bargaining power between the two parties of an economic transaction, labor relations between unions and management are treated as such a bargain. One whole chapter is devoted to the public and the labor bargain. The best feature of this book is the numerous good charts used to explain the material of the textbook. Twenty-two topics were included, no bias.

The nineteenth book to be examined was Elements of Economics by C. R. Fay and W. C. Bagley. A short discourse is conducted in this text on the evils of sweat-shops, pointing out that their existence is actually a detriment to our economic structure as a whole. Sixteen topics are considered in this text, two exhibiting bias against labor.

The twentieth book examined was Economics in Everyday Life by K. E. Goodman and W. L. Moore. The most interesting features of this textbook are the excellent photographs of various types of workmen in action. Fourteen items are discussed with no bias and with an adequate appraisal of the Position of Labor in Society.

The twenty-first book examined was Fundamentals of Economics by R. O. Hughes. An adequate case is presented of

[illegible]

The chapters are [illegible] by [illegible] and [illegible]. [illegible] [illegible] [illegible]

the need for labor unions and the objectives of labor unions are well defined. Suggestions are made for industrial harmony such as the permission of employees to be represented in the management of the business. Twenty-two items are discussed, two showing bias against labor.

The twenty-second book to be analyzed was American Economic Problems by S. H. Patterson, A. W. Little, and H. R. Burch. The pros and cons of the controversies concerning labor relations are well set forth in this textbook such as the vertical versus the horizontal union and the closed or open shop. Twenty-two items are presented with particular attention given to Life Wages Instead of Hourly.

Civics

The treatment given to topics of the outline in this group is dilute and the number of items meager as can be seen by reference to the MASTER CHART. Thus, the comments will be brief.

The twenty-third book examined was Fundamentals of Citizenship by G. L. Blough and C. H. McClure. This was one of the few books used in the study that included War Labor Board W. W. 1. Ten items of the outline were presented in this textbook, no bias.

The twenty-fourth book to be analyzed was Civics in American Life by J. B. Edmonson and Arthur Dondineau. It included seven items of the outline.

[illegible]

[illegible]

[illegible]

Civics (Continued)

The twenty-fifth book analyzed was Building Citizenship by R. O. Hughes. An adequate presentation of the employer's side of the labor questions is given with attention called to the antipathy shown towards the check-off, a method for the payment of union dues. Seventeen items were discussed, one with bias towards labor.

The twenty-sixth book to be examined was Democracy in America by W. M. Muthard, S. M. Hastings, and C. B. Gosnell. Eighteen items of the outline were presented with one showing bias against labor.

The twenty-seventh book analyzed was Active Citizenship by J. A. Woodburn and T. F. Moran. A fair account is given of changes brought on by the development of large scale production which in turn changed the conditions of workers with the subsequent lag in the development of caring for the worker's new needs. Nine items of the outline were included, no bias .....

The most recent books have a tendency to include more material on labor relations which is shown by the fact that four out of the first five ranked according to the number of topics included have been published since 1945. The most recently published textbook, America, Its History and People (1948 edition), headed the list of textbooks in the number of topics included. Faulkner has also written a book for high

school students on labor in collaboration with Mark Starr.[1]

[1]Faulkner, Harold Underwood, and Mark Starr, Labor in America. New York: Harper and Brothers, 1944.

Summary and Conclusions

As set down in Chapter One, the purpose of this study was to discover how labor unions were treated in high school textbooks and to what extent such treatment was biased either for or against labor. To secure objectivity on the part of the writer, an outline was formulated in collaboration with two representatives of the two largest national labor unions and the study conducted in relation to this topical outline.

The results of the study show that none of the textbooks were adequate in presenting to high school students material that labor desires them to know. Out of a possible inclusion of 1323 actually 540 items were included in the twenty-seven books used. This is an average of twenty topics per book which is less than half of the forty-nine items of the outline.

On the other hand, the books as a whole show little tendency to be biased either in favor or against labor. Seven cases of bias in favor of labor were found while thirty-nine were found to be biased against labor, 7.2 percent of the total number of items rated.

It was pointed out in Chapter One that the order, according to numbers, of pupils taking courses in social studies was American History, Community Civics, Economics, and Problems of Democracy. From the results of this study, it is

[illegible]

[illegible]

[illegible]

[

evident that the largest number of pupils will receive the most adequate material on labor unions from the average American History textbook.

It was also found that the most recent books show a tendency to include more material on labor relations. The point of view of this writer is that such a tendency should be encouraged.

APPENDIX

MASTER SHEET A - AMERICAN HISTORY

TOPIC	1	2	3
Commonwealth vs. Hunt Decision 1842		2	
8 Hour Day for govt. Employees 1886		3	
Clayton Act 1914		9	
War Labor Board W.W.1		4	
Norris-LaGuardia Act 1932		3	
N.L.R.A. 1935		10	
Fair Labor Standards Act 1938		9	
War Labor Board 1942		3	1
Haymarket Riot 1886		1	4
Homestead Strike 1892		5	2
Pullman Strike 1894		8	2
Miner's Strike 1902		10	
Police Strike 1919		2	
Yellow-dog contracts		2	
Black List		3	
Injunction		8	
Private Detectives		5	
Molly Maguire			3
Picket		5	
Sit-down strike		2	3
Boycott		5	
Strike		5	5
Closed Shop		2	
Union Shop			
Open Shop	1	1	1
Company Union	1	1	1
Union Organization		1	
Union Functions		1	
Position of Labor in Society		4	2
Life Wages Instead of Hourly			
Union Dues		1	
Closed Shop as Employment Agency			
Wage Incentive Systems			
Apprentice Training			
Seniority Rule		1	
Child Labor	1	8	
Dept. of Labor		4	
Labor Costs			
Socialist Party		3	1
Labor Racketeers		1	1
Knights of Labor		9	1
A.F.L.		10	
I.W.W.		6	1
C.I.O.		8	1
T.V. Powderly		6	1
S. Gompers	1	8	
E. Debs		7	
J. Mitchell	1	5	
J. Lewis		8	
TOTAL	5	199	30

1 - Biased for labor
2 - Unbiased
3 - Biased vs. labor

MASTER SHEET B - PROBLEMS OF DEMOCRACY

TOPIC	1	2	3
Commonwealth vs. Hunt Decision 1842			
8 Hour Day for govt. Employees 1886			
Clayton Act 1914		2	
War Labor Board W.W.1			
Norris-LaGuardia Act 1932		5	
N.L.R.A. 1935		6	
Fair Labor Standards Act 1938		7	
War Labor Board 1942		2	
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miner's Strike 1902			
Police Strike 1919			
Yellow-dog contracts		6	
Black List		7	
Injunction		6	
Private Detectives		4	
Molly Maguire			
Picket		7	
Sit-down Strike		5	
Boycott		5	
Strike		6	1
Closed Shop	1	4	1
Union Shop		1	
Open Shop		4	
Company Union		5	1
Union Organization		2	
Union Functions		3	
Position of Labor in Society		4	
Life Wages Instead of Hourly		2	
Union Dues		1	
Closed Shop as Employment Agency		1	
Wage Incentive Systems		6	
Apprentice Training		2	
Seniority Rule		1	
Child Labor	1	4	
Dept. of Labor		3	
Labor Costs			
Socialist Party			
Labor Racketeers		3	
Knights of Labor		4	
A.F.L.		7	
I.W.W.		2	
C.I.O.		7	
T.V. Powderly			
S. Gompers		4	
E. Debs			
J. Mitchell			
J. Lewis		6	
TOTAL	2	144	3

1 - Biased for labor
2 - Unbiased
3 - Biased vs. labor

MASTER SHEET C - CIVICS

TOPIC	1	2	3
Commonwealth vs. Hunt Decision 1842			
8 Hour Day for govt. Employees 1886			
Clayton Act 1914			
War Labor Board W.W.1		1	
Norris-LaGuardia Act 1932		1	
N.L.R.A. 1935		3	
Fair Labor Standards Act 1938		3	
War Labor Board 1942			
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miner's Strike 1902		1	
Police Strike 1919			
Yellow-dog contracts			
Black List		2	
Injunction		2	
Private Detectives		1	
Molly Maguire			
Picket		3	1
Sit-down Strike		2	
Boycott		3	
Strike		3	1
Closed Shop		4	
Union Shop		1	
Open Shop		3	
Company Union		1	
Union Organization			
Union Functions			
Position of Labor in Society		2	
Life Wages Instead of Hourly			
Union Dues			
Closed Shop as Employment Agency			
Wage Incentive Systems		1	
Apprentice Training			
Seniority Rule			
Child Labor		5	
Dept. of Labor		3	
Labor Costs			
Socialist Party			
Labor Racketeers			
Knights of Labor		2	
A.F.L.		5	
I.W.W.			
C.I.O.		4	
T.V. Powderly			
S. Gompers		1	
E. Debs			
J. Mitchell			
J. Lewis		2	
TOTAL	0	59	2

1 - Biased for labor
2 - Unbiased
3 - Biased vs. labor

MASTER SHEET D - ECONOMICS

TOPIC	1	2	3
Commonwealth vs. Hunt Decision 1842			
8 Hour Day for govt. Employees 1886			
Clayton Act 1914		1	
War Labor Board W.W.1			
Norris-LaGuardia Act 1932		3	
N.L.R.A. 1935		5	
Fair Labor Standards Act 1938		2	
War Labor Board 1942			
Haymarket Riot 1886			
Homestead Strike 1892			
Pullman Strike 1894			
Miner's Strike 1902			
Police Strike 1919			
Yellow-dog contracts		3	
Black List		5	
Injunction		4	
Private Detectives			
Molly Maguire			
Picket		5	
Sit-down Strike		4	
Boycott		4	1
Strike		3	1
Closed Shop		5	
Union Shop		1	
Open Shop		4	
Company Union		5	
Union Organization		1	
Union Functions		1	
Position of Labor in Society		3	1
Life Wages Instead of Hourly		1	
Union Dues		1	
Closed Shop as Employment Agency		1	
Wage Incentive Systems		2	
Apprentice Training		1	
Seniority Rule			
Child Labor		5	
Dept. of Labor		1	
Labor Costs			
Socialist Party			
Labor Racketeers			
Knights of Labor		3	1
A.F.L.		5	
I.W.W.		3	
C.I.O.		4	
T.V. Powderly			
S. Gompers		1	
E. Debs			
J. Mitchell			
J. Lewis		4	
TOTAL	0	92	4

1 - Biased for labor
2 - Unbiased
3 - Biased vs. labor

Bibliography

Books

Faulkner, Harold Underwood, and Mark Starr, Labor in America. New York: Harper and Brothers, 1944.

Ware, Norman J., Labor in Modern Industrial Society. Boston: D. C. Heath and Company, 1935.

Magazine Articles

Starr, Mark, "What Should Schools Teach About Unionism?" Harvard Educational Review. 12 (Oct. 1942), 381-390.

Reports

Department of Commerce, Current Population Reports. Washington, D. C.: Bureau of Census, Dec. 5, 1947.

Department of Labor, Membership of Labor Unions in the United States. Washington, D. C.: Bureau of Labor Statistics, 1947.

Massachusetts Department of Education, Supervisor's Report. Boston: Office of Supervisor of Secondary Education, 1941.

Research

Berry, J. R., Current Conceptions of Democracy, Doctor's Thesis, Bureau of Publications, Teachers College, Columbia University, 1943.

Bosch, Dorothea Irene, An Analysis of Textbooks in Problems of Democracy. Unpublished Master's Thesis, Boston University School of Education, 1945.

Brooks, Helen Rhoda, "Student Preference in Problems of Democracy," Harvard Educational Review. 7 (March 1937), 215-223.

Dahl, Edwin J., "The Overlapping of Material in Senior High School Social Science Textbooks," The Historical Outlook. 19 (Feb. 1928), 80-87.

Donnally, Williams, "The Haymarket Riot in Secondary Schools," Harvard Educational Review. 8 (May 1938), 205-216.

Research (Continued)

Floyd, Oliver, R., "Overlapping Between Problems of Democracy and American History," The Historical Outlook. 23 (Oct. 1932), 296-302.

Fraser, Mowat G., "Failure of American Textbooks to Encourage or Explain Democracy," School and Society. 45 (Feb. 13, 1937), 230-232.

Kepner, Tyler, "The Influence of Textbooks Upon Method," First Yearbook. National Council for the Social Studies, 1931, 143-172.

Levine, Michael, "Social Problems in American History Textbooks," Social Studies. 28 (Apr. 1937), 161-166.

Lundberg, George Dewey, Political, Social, and Economic Objectives as Treated in Recent Social Studies Textbooks: A Quantitative Analysis. Unpublished Master's Thesis, Boston University School of Education, 1934.

Stokes, J. Buroughs, "The Changing Content of Modern Problems Texts," Social Education. 4 (May 1940), 328-341.

Stokes, J. Buroughs, The Relation of Modern Problems Courses to Recent Social Trends. Unpublished Doctor's Thesis, Harvard Graduate School of Education, 1941.

Stull, DeForest, "A Critical Analysis of Six Geography Texts Printed Before 1850," Education. 28 (Apr. 1937), 288-292.

Turner, Rex H., "Controversial Issues in Six Cities," Clearing House. 11 (Dec. 1936), 207-211.

Textbooks

History

Adams, James Truslow, and Charles Garrett Vannest, The Record of America. New York: Charles Scribner's Sons, 1946.

Barker, Eugene C., and Henry Steele Commager, Our Nation. Evanston, Illinois: Row, Peterson and Company, 1941.

Canfield, Leon H., Howard B. Wilder, and others, The United States in the Making. Boston: Houghton Mifflin Company, 1942.

History (Continued)

Faulkner, Harold Underwood, and Tyler Kepner, America, Its History and People. New York: Harper and Brothers, 1948.

Gavian, Ruth Wood, and William A. Hamm, The American Story. Boston: D. C. Heath and Company, 1945.

Guitteau, William Backus, The History of the United States. Boston: Houghton Mifflin Company, 1946.

Muzzey, David Saville, A History of Our Country. Boston: Ginn and Company, 1946.

Riegel, Robert E., and Helen Haugh, United States of America, A History. Boston: Charles Scribner's Sons, 1947.

Wirth, Fremont P., The Development of America. Boston: American Book Company, 1942.

Yarbrough, William Henry, Clarence Vernon Bruner, and Herbert French Hancox, A History of the United States for High Schools Chicago: Laidlow Brothers, 1943.

Civics

Blough, G. L., and C. H. McClure, Fundamentals of Citizenship. Chicago: Laidlow Brothers, 1940.

Edmonson, James B., and Arthur Dondineau, Civics in American Life. New York: The MacMillan Company, 1940.

Hughes, R. O., Building Citizenship. Boston: Allyn and Bacon, 1939.

Muthard, William M., Stanley M. Hastings, and Cullen B. Connell, Democracy in America, New York: Newson and Company, 1947.

Woodburn, James Albert, and Thomas Francis Moran, Active Citizenship. New York: Longmans, Green and Company, 1939.

Economics

Bohlman, Herbert W., and Edna McCaull Bohlman, Our Economic Problems. Boston: D. C. Heath and Company, 1942.

Fay, Charles Ralph, and William C. Bagley, Elements of Economics. New York: The MacMillan Company, 1938.

Economics (Continued)

Goodman, Kennard E., and William L. Moore, Economics in Everyday Life. Boston: Ginn and Company, 1939.

Hughes, R. O., Fundamentals of Economics. Boston: Allyn and Bacon, 1938.

Patterson, S. Howard, A. W. Selwyn Little, and Henry Reed Burch, American Economic Problems. New York: The MacMillan Company, 1941.

Problems of Democracy

Arnold, Joseph Irwin, Challenges to American Youth. Evanston, Illinois: Row, Peterson and Company, 1940.

Blaich, Theodore P. and Joseph C. Baumgartner, The Challenge of Democracy. New York: Harper and Brothers, 1947.

Gavian, Ruth Wood, A. A. Gray, and Ernest R. Groves, Our Changing Social Order. Boston: D. C. Heath and Company, 1947.

Kidger, Horace, Problems in American Democracy. Boston: Ginn And Company, 1940.

Patterson, S. Howard, A. W. Selwyn Little, and Henry Reed Burch, Problems in American Democracy. New York: The MacMillan Company, 1940.

O'Rourke, L. J., Our Democracy and Its Problems. Boston: D. C. Heath and Company, 1942.

Williams, John Lincoln, and Palmer Peckham Howard, Today's American Democracy. Chicago: J. B. Lippincott Company, 1943.

Date Due

	1948	MAY 5 1958	
MAR 9			
JUL 15 1949			
JUL 29 1949			
AUG 11 1949			
OCT 6 1949			
OCT 11 1949			
OCT 18 1949			
NOV 17 1949			
MAY 16 1950			
JUL 14 1950			
AUG 18 1950			
NOV 4 1950			
APR 14 1951			
APR 16 1958			

Ed.

Service Paper
Cleveland E.G.
1948
Stored